



CEDAR HOUSE
education for our time

Integrated Studies Semester Module
Re-imagining a sustainable future

Student Course Feedback

Leadership in sustainability practice

- A sustainability leadership development curriculum that exposes youth to sustainable development principles and practice at high school level
- Foundation module designed for Grade 9 & 10 learners
- Prelude to bespoke integration of sustainability into subject disciplines in senior grades

Objective

- To advance the development of sustainability leadership and citizenship attributes that catalyse
 - global social and environmental consciousness
 - systemic thinking
 - integrated literacy
 - action competence
 - active citizenry
 - resilience & adaptive capacity
- To promote the enactment of ecological citizenship incl:
 - i. a *desire* to act (positive environmental values, a compelling level of concern and a sense of personal and social responsibility);
 - ii. the *knowledge* to act, (environmental literacy, awareness, objective knowledge); and
 - iii. the *ability* to act, (action related strategies or “how to” knowledge and implementation skills).

Course Structure

- Introduction to Sustainability
- Integrated / trans-disciplinary semester module
- 6 months, 7 lessons per 9 day cycle
- 3 months, social action project (small group)
- Multi-modal learning including
 - Interactive Seminars (educator & student led formats)
 - Expert Speaker seminars
 - Learning journeys & outings
 - Debates (allocated positions)
- Video production
- Reflective review (multi-media opportunities for presentation)

Process

- Followed Otto Schwärmer's U-theory
 - Suspending judgment & sensing from the field
 - Crystallising vision
 - Responding to the need: enactment
- Promoted iteration and ability to get comfortable with “getting lost in the cloud” to enable an emergent future

From knowledge to practice

Core Knowledge

- Principles of climate science
- History of the Great Acceleration
- Ecological Systems & Human Systems
- Sustainable Development & the SDGs
- New designs & business models

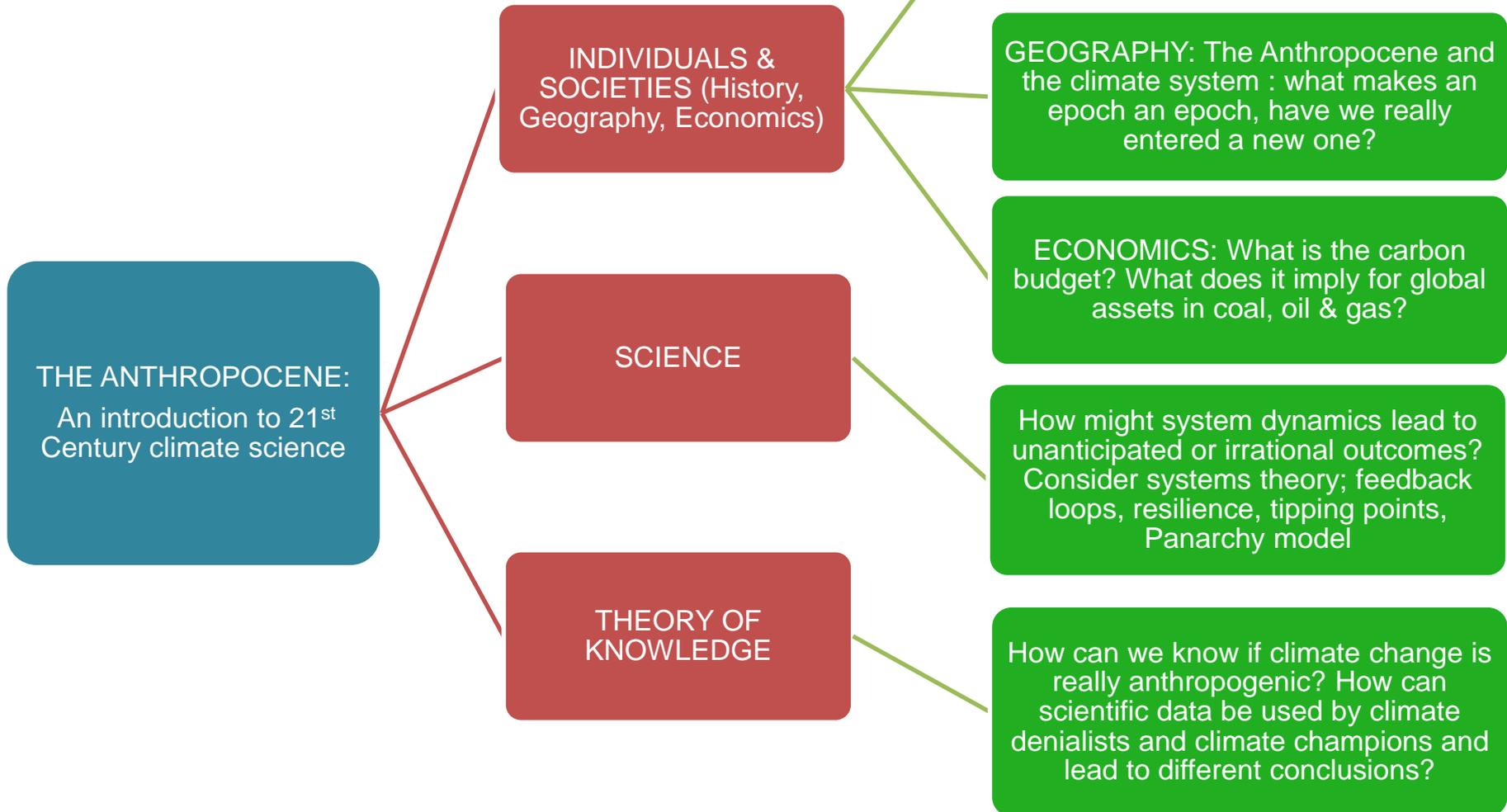
Repertoires of Practice

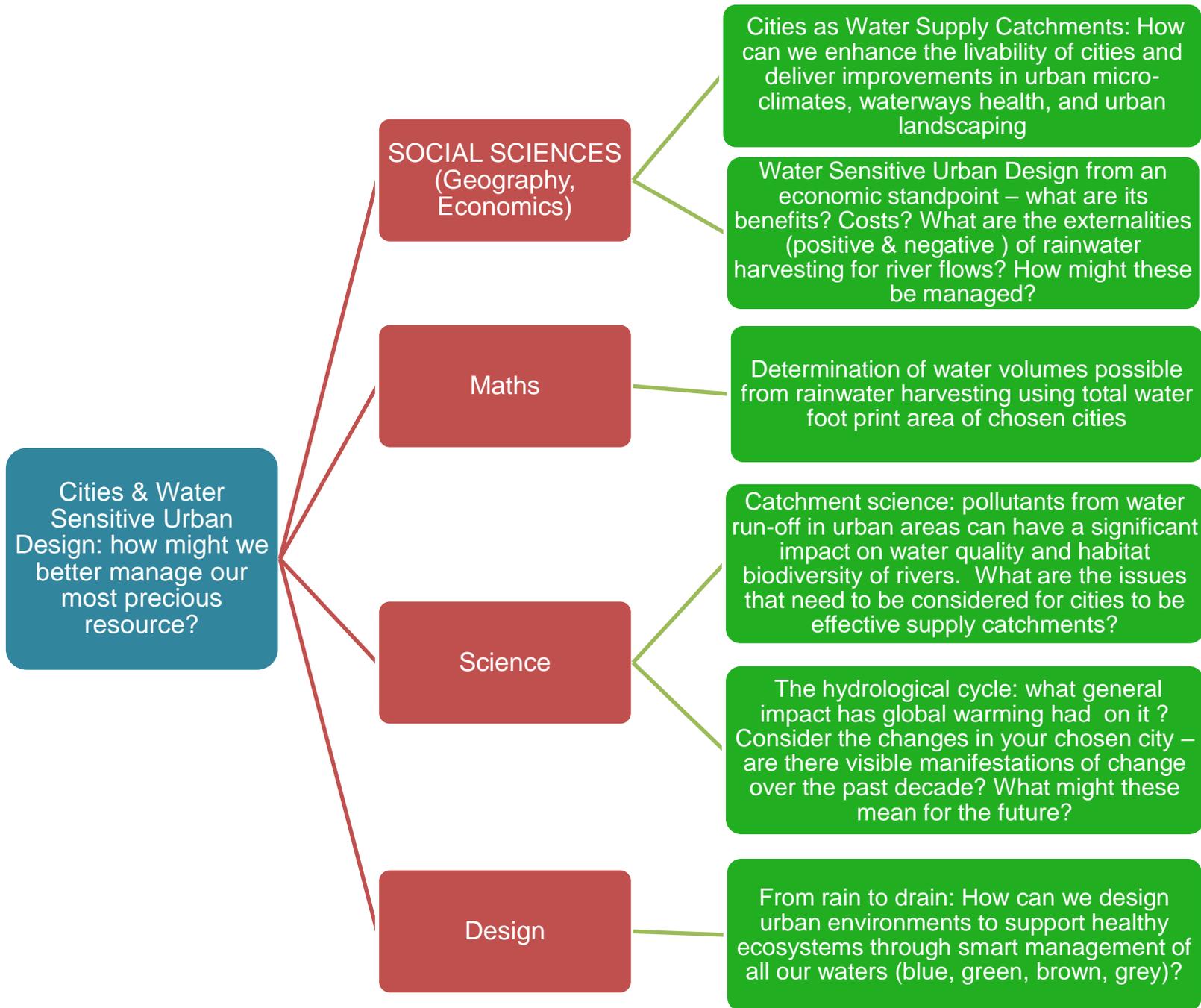
- World viewing
- Systems thinking
- Futures & design thinking
- Collaborative skills: listen, express, negotiate, resolve
- Stakeholder relations & community engagement

Sustainability Leadership in Action

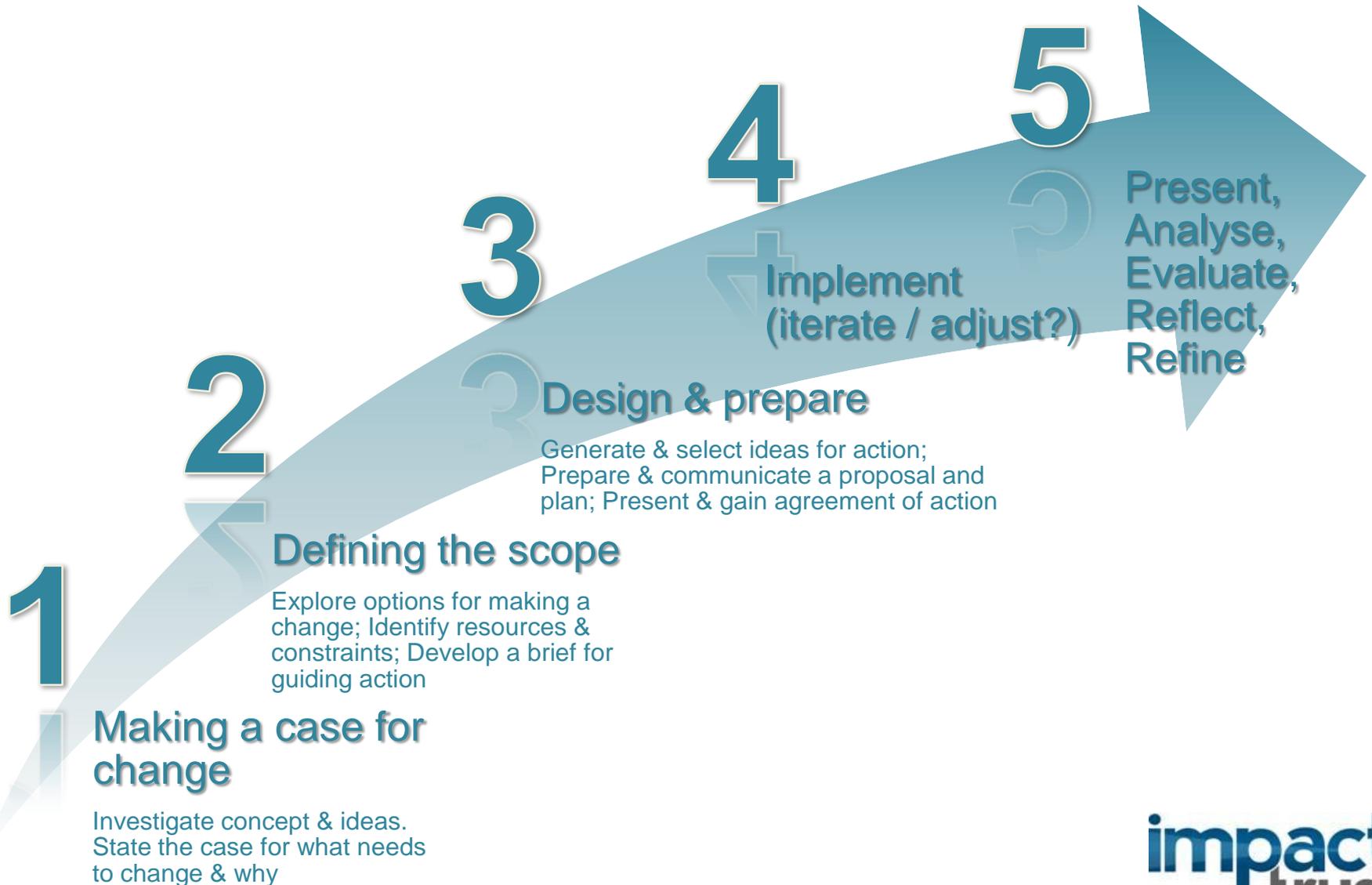
- The culmination of flow through the U
- What's so? - descriptive
- So What? - evaluative
- Now what? - actionable
- How to? – mastering competencies

Examples: “single” topic multiple disciplines





The social action process



Student Reflections & Feedback

- Write / draw / present a video responding to the question

Is this course relevant? Is it necessary?
Why? Why not?

Student video presentation available on request (too big to include)

I think that this is a very good course to do. It showed me many things that I should have known

On content:

I liked the actual facts, learning about the science of it and about ways we can create sustainable ways of living. ... I definitely benefited from learning more scientific concepts and understanding terms and getting a deeper knowledge.

I think that this is a very good age to be exposed to this information ... I have always known of global warming but never of the things that cause it ... I always thought it was super complicated so didn't bother to learn about it.

really opened my eyes in a ~~post~~ positive way and shown me how I can help. The earth is gradually getting warmer because it is a natural phenomenon of cause

One of the most valuable things this course taught me was that there are solutions. I got to see them

On the outings:

The outings taught me how you can make a difference even if you don't have a lot of money. I enjoyed the creativity of solutions.

They gave a visual and hands-on experience of what people are doing to solve challenges.

They also showed that there is no silver bullet, that all fields must be applied to create a sustainable world

I believe this course was very relevant. It opened my eyes to so many very important issues. I strongly recommend this as a compulsory course, though

It's an eye opening subject that should be taught to all. The social action project would should be down 100% as well. The project is the part when you really get to make paths in your mind for these topics. The social outreach project was a lovely independent way of learning and I really encourage it to be done again. The debate was definitely my favorite

On the debates:

What I enjoyed about the debates was the fact that we were given our side I was given the opposite point of view to what I believed. It was a challenge backing up an opinion I did not agree with but at the same time it opened my eyes to why someone would have that point of view.

an opinion I did not agree with, but at the same time opened my eyes as to why someone would have that point of view. I enjoyed the speakers

1. PURPOSE, IS ... MORE ...

NEXT AND PROBABLY THE MOST SIGNIFICANT THING
IS WAS WHEN ~~THE~~ MIKE FRIEDMAN CAME AND SPOKE TO US.

On speakers:

The next most significant thing were the speakers and when Mike Freedman came to speak about purpose and talent and it inspired me. It was great to have the opportunity to hear from such great people and that they were able to share their insight and knowledge with us.

IT IS IMPORTANT TO TEACH PEOPLE AT A ~~YOUNG~~
YOUNG AGE ABOUT CLIMATE CHANGE AND MAKE
THEM AWARE OF THE ISSUE SO THAT THEY CAN DO
SOMETHING ABOUT IT IN THE FUTURE YEARS, WHICH IS
AGAIN WHY ~~THE~~ ^{THE} INTERGRATED STUDIES COURSE IS RELEVANT



Foods that the fly can eat.

I found the outings a fun way to interact and learn.

This course is relevant because the more people that know about global

On social action:

The social action taught me about working together. It taught me that if an impactful leader believes in something, it is almost certain that their followers will believe it too. Leadership is critical for impact. I also learned about flexibility: the ability to change your opinion after understanding the context of another person's opinion to come up with a solution that is relatable to context.

be free so the underprivileged can also learn about it and help

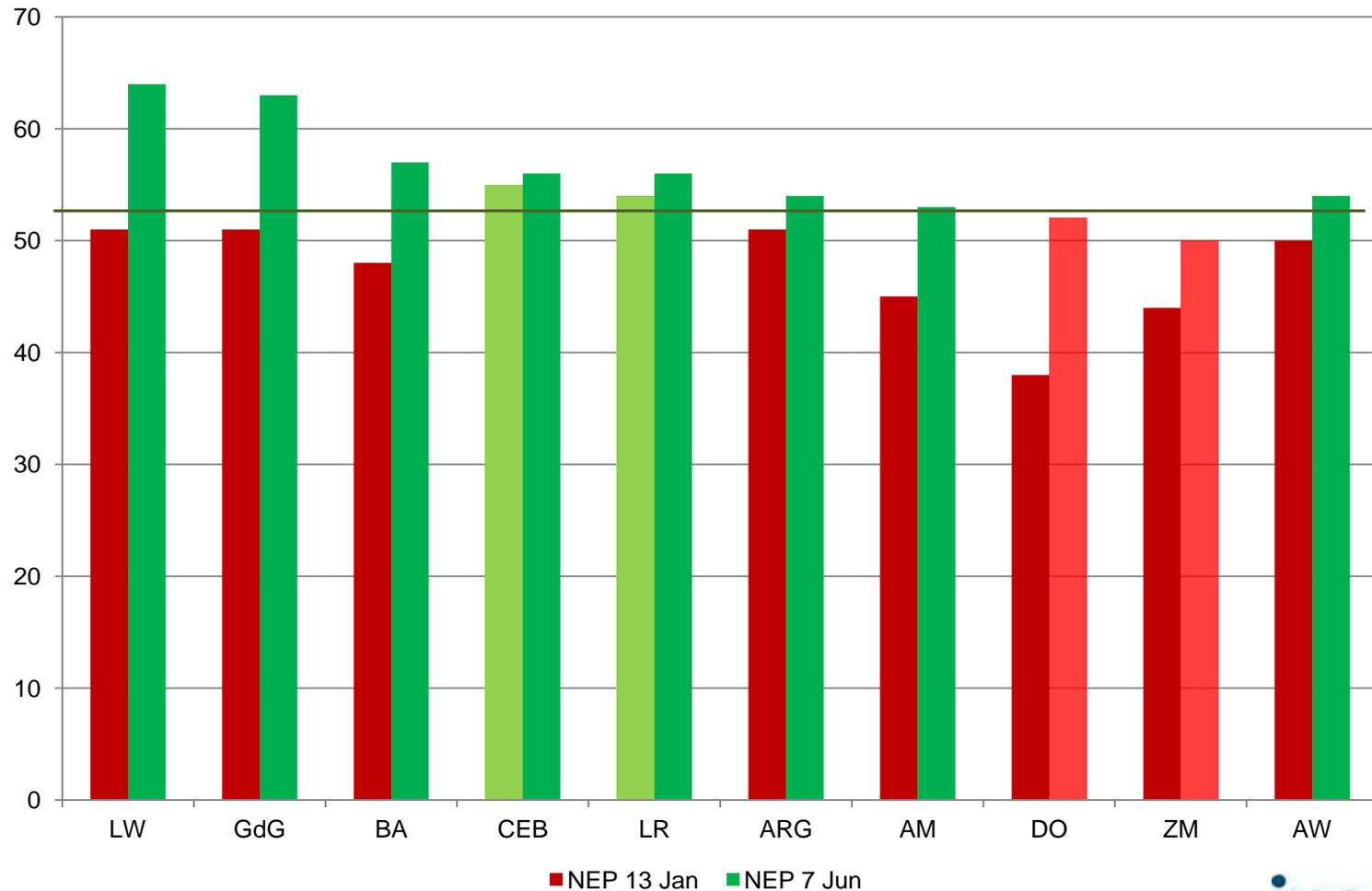
At the end of this course I am definitely thinking that it was relevant, worth taking it and everyone should do it. In fact this course has impacted me in ways I didn't even realise. I've noticed that I've become more fight aware and started

By taking this course it made me realise that it's not someone else's problem because we are the someone else to someone else. There is no "them", there is only us.

back in and I was able to take so I think by taking this course it really made me realise that it's not someone else's problem because we are someone else to someone else. There's no them there is only us.

Changes in Student Attitude

(pre- & post scores on the New Ecological Paradigm test)





FUTURE AHEAD

Routes to Resilience

An integrated studies curriculum to develop sustainability leadership in practice